Routledge and Kegan Paul.

Carey, J. (1986) "Not-teaching writing: Discovering the writing process". Carleton Papers in Applied Linguistics

Collins, John. "Cumulative Writing Folder." The NETWORK, Inc. 1982.

Dyson, A. H. (1992). *From prop to mediator. The changing role of written language in children's symbolic repertoires.* University of California: National Center for the Study of Writing.

Fulwiler, *Toby. "Writing is Everybody's Business."* 65 National Forum: Phi Kappa Phi Journal (Fall 1985).

Gray, J. R. (1986). *Practical ideas For teaching writing as a process.* Sacramento, CA: California State Department of Education.

Hudelson, S. (1989). *Write on: Children writing in ESL. Englewood Cliffs,* NJ: Center for Applied Linguistics.

Krashen, S. D. & Biber, D. (1988). On course: *Bilingual education's success in California.* Sacramento, CA: California Association for Bilingual Education.

Kumaravadivelu. B. (1994)-*The Post-Method Condition.* TESOL QUARTERLY

Kumaravadivelu, B. (1992) "Macrostrategies for the Second/Foreign language teacher" Modern Language Journal

Lapp. D. (1984). Process Approach to Writing, Master's Thesis

Murray, D. (1972). *Teach writing as a process not product.* In Graves, R. (Ed.) *Rhetoric and Composition; Asource-book for teachers and writers* (pp.89-92). Upper Montclair, NJ: Boynton/Cook.

Ramirez, D. J., Yuen, S. D., Ramey, D. R. & Pasta, D. J. (1991 a). *Final report: Longitudinal study of structured English immersion-strategy, early-exit and late-exit transitional bilingual education programs for language-minority children,* Vol. I. San Mateo, CA: Aguirre International.

Reyes, M. D. L. L. (1991 a). *A process approach to literacy using dialogue journals and literature logs with second language learners. Research in the Teaching of English* 25, (3), 291-313.

Singh, R. K. (1988). Using English in *science and technology.* Bareilly: Prakash Book Depot.

Singh, R. K. (1994). Interactional Process Approach to Teaching Writing. English Teaching Forum

Stanovich. P. (1980) called "Interactive Compensatory Model. NETWORK ARTICLES

Valdés, G. (1988). Identifying priorities in the study of the writing of Hispanic students: Final report. Berkeley: Center for the Study of Writing, University of California.

Zeiger, William. "The Exploratory Essay: Enfranchising the Spirit of Inquiry in College Composition." 47 College English (September 1985).

an initial stimulus for writing and ultimately to provide motivation. Activities may include:

- Journals, Brainstorming, free association, values clarification, clustering or word mapping, ranking activities, quick writing, information-gathering activities.

● **Activities related to the drafting writing phase.** *The writer moves from initial attempts to sketch out different sections of a composition toward an overall draft of the paragraph or essay. Audience, purpose, and form are now considered. Activities may include:*

- Strategic questioning, Timed focused writing, elaboration exercise, reduction exercise, jumbled exercise, jumbled paragraph, jumbled essay, writing thesis statements and topic sentences, quick writing, group drafting.

● **Activities related to the revising phase.** *These are the editing and proofreading phase of writing. Techniques include:*

- Peer feedback group-correction activities, rewriting exercises, revising exercises, teacher feedback and finally checklists

Pedagogical Implications

By carrying out this research, We have found that the implementation and treatment of a strategic framework has not only been plausible but the one, which has been quite effective for EFL classes. The use of the framework would definitely help teachers and learners improve and fortify their ability in teaching and learning writing. There will be no doubt that there exists a counterbalance between the language proficiency and the use

of strategies. The current approaches to teaching writing to EFL learners appear to be more effective than the earlier product-focused approaches because they allow learner to explore and develop a personal approach to writing. Psychologically speaking, the recent approaches help learners develop as a "fully functioning person", the one who has a high level of self-confidence and can trust his/her own self-concepts.

Conclusion

We had better refigure our ideas about teaching writing as a product. We had better abandon our preconceptions of traditional writing classes and try to interact more effectively with our student's ideas in general. We would rather adopt the role of genuinely interested readers rather than those evaluators with a sword in hand waiting to decapitate students because of making very trite grammatical errors in writing. Learning to achieve stylistic excellence and structural cohesion in writing tasks is a long process. It is the English teacher's responsibility and credit to awaken the students to compose writings of any kind with more interest, care and appropriateness. The Strategic Framework, though tried out in the context of tertiary level professional students of English at Iranian colleges, is applicable in other writing contexts as well. Since the approach trains and fosters learners who can write for any audience and any purpose. What matters is the teacher's role and expertise to help students find the right path to grow and gain such ability.

REFERENCES

Benton, Ted (1977) Philosophical Foundations of the Three Sociologies. London:

- *Show writing task as simple and straight-forward.*
- *Teach the writing process not the product.*
- *Be with the learners from the very beginning of the task up to the end.*
- *Establish short term and long term goals for the students.*
- *Analyze and diagnose a writing product (e.g., an essay)*
- *Balance classroom activities, providing some for the individuals and some for the groups*
- *Try to develop meaning assignments.*
- *Provide a real audience: an audience other than the teacher.*
- *Make students papers available to other students: allow students to see their own body of work develop.*
- *Move from known to unknown and utilize the students' previous knowledge*
- *Provide writing activities, which reinforce reading, listening and speaking skills.*
- *Provide heuristics for invention, purpose, and audience.*
- *Outline clearly the goals for each writing assignment.*
- *Teach the conventions of spelling, punctuation, and capitalization.*
- *Teach the principles-rules, conventions, and guidelines of writing as a means to develop thoughts, order ideas, and communicate these ideas in a significant way.*

Section B.
The Facilitative Writing Strategies for Learners

Part A. Prewriting strategies
- *You spend a long time for thinking.*
- *You gather and organize information.*
- *You use note taking and making list.*

- *You discuss the topic with classmates.*

Part B. Drafting or writing strategies
- *You use ideas from rehearsing to start writing.*
- *You take time to let ideas develop.*
- *You refer to task or topic to start writing.*
- *You get ideas onto paper quickly and fluently.*
- *You have enough language resources available.*
- *You spend time reviewing what you write and get new ideas.*
- *You review only short segments (parts) of text.*
- *You know how to use reviewing to solve composing problems.*
- *You pay more attention to meaning.*
- *You also pay attention to grammar and vocabulary.*

Part C. Revising writing strategies
- *You make few formal changes to your writing.*
- *You make many changes to your writing.*
- *You need revisions to express meaning better.*
- *You think your writing does not need revisions.*
- *You revise all levels (lexical, sentence, discourse).*
- *You add, delete, substitute, reorder.*
- *Your revision does not interfere with writing.*
- *You are not bothered by temporary confusions.*
- *You revise to create new content.*
- *You revise to correct grammar, spelling, punctuation and vocabulary.*

Section C.
Instructional Activities (both for teachers and learners)
- *Activities related to the rehearsing phase. These are designed to help learners develop ideas for writing and to serve as*

a necessity. Although all subjects in the experimental groups showed considerable gains in comprehension, low scorers (unskilled or unsuccessful writers) seemed to benefit the most out of the proposed writing strategies. As with the teachers' macrostrategies, we considered the promotion of learner autonomy, and consciousness, B. Kumaravadivelu, 1994, TESOL QUARTERLY. Discussing the writing strategies in the class with the students, we raise their consciousness, consequently, learners would enact more effectively and eagerly to every kind of writing task. Making learning decision conscious can lead both skilled and unskilled writers improve their writing ability. The model proposed by Stanovich (1980) called "Interactive Compensatory Model, is based on skills or strategies that can make up for the lack of good linguistic knowledge.

Lack of enough knowledge (General English) would be one of the sources of debilitating low scorers. Maybe, they have nothing to write, so how can we make them write something that they do not have any presupposition about. Wallace's (1992) view in this respect is plausible: "To compensate for the lack of well-developed automated writing skills, learners need to be exposed to tasks where background knowledge, context, and tasks all work together to help learners achieve their goals." There are many other models proposed by different scholars. The one by R.K. Singh and Mitali De Sarkar (1994), "The Interactional process approach to Teaching Writing", seems to be quite practical. In their model, the three phases of writing are quite eye-catching. They claim that the interactive procedure as compared to the prose model to develop academic/EST writing skills in an SL context, as adopted, is innovative in that it does not consist of routines familiar to the students. The strategic framework

to teaching and learning writing would involve learners in a full-fledge challenge with the deficiencies in writing tasks. It helps teachers find out what, when, how and why they teach writing to EFL learners in professional English writing classes.

The strategic framework presented below solves a great many of problems teachers and learners encounter in writing classes. These are the teachers who put the proposed strategies into practice effectively. How learners make use of those strategies during writing is also important. We hope that we could help learners find the right ways to have a more confident rapprochement to writing tasks of any sort.

STRATEGIC TEACHING FRAMEWORK
Section A.
I. Macrostrategies for Teachers
● *Maximize learning opportunities*
● *Facilitate negotiated interactions*
● *Minimize perceptual mismatches*
● *Activate intuitive heuristics*
● *Foster language awareness*
● *Contextualize linguistic input*
● *Integrate language skills*
● *Promote learner autonomy (independence)*
● *Raise cultural consciousness*
● *Ensure social relevance*
II. The Situation Specific Microstrategies
● *Keep the writing task as clear as possible.*

Statistics show that teachers do not follow any interactional program. Teaching is unilateral instead of being bilateral or multilateral. In other words, the major prevailing problem in writing classes is the teachers' sense of "authoritarianism", i.e. teachers think of themselves as the only source of information.

Students' Rapprochement with Writing Tasks

Section A of the learners' questionnaire helped students report those techniques and strategies they have not considered at all. A few of Strategies used by successful and unsuccessful Iranian learners reported here:

Strategies Used by Successful Learners

I. Prewriting

- Enlisting the key words that seem to be plausible by any reason
- Writing an outline regarding what they want to write later
- Most writers do think about their readers.

II. Drafting

- Selecting the plausible ideas among the bulk of ideas to start writing
- While writing about the idea, new idea(s) occur in one's mind
- Learners start writing by giving introduction, then proceed by developing, expanding the introductory points and finally come up with hasty conclusions

III. Post-writing

- Considering major differences between rough copy and the first draft
- Recognizing every sort of overt and covert error
- Recognizing the missed parts

Strategies Used by Unsuccessful Learners

I. Prewriting

- Finding ideas is difficult. They have difficulty with how to begin writing about the subject
- Make it smaller then develop through related word
- Considering personal interest about the topic in rare cases they think about readers (whether they understand and figure out the relations or not)

II. Drafting

- After classification of topics and subtopics, they start writing rough notes carefully
- While writing, their ideas change continuousl
- By using previously written notes, they write faster

III. Post-writing

- Revising materials which are much different from the main copy
- Revising grammatical structures; evaluating syntax
- Revising is always a difficult task, therefore they try to do away with it in any way they can

The above strategies are both facilitative and debilitative. The researcher tried to categorize positive and negative strategies and then gave the positive ones to unsuccessful writers. These findings as integrated with the positive strategies by Lapp (1984) would be so effective to make the writing process easier for unskilled writers. The ultimate result of the primary qualitative research seems to be quite disappointing, because Iranian EFL students are not adequately familiar with learning strategies. Therefore, proposing a strategic framework to writing is

Factor	Mixed Strategy	Positive strategy	Negative Strategy
Writing skill	0.8445	0.7390	-0.4562

As it was expected, there is a high correlation between the mixed strategies and writing skill (r = 0.8445). From the other way round, the correlation between the facilitative strategies and writing task is a highly positive one, i.e. the higher the use of positive strategies the more the writing power will be. The computed r for such relation is 0.7390.

Analyzing the results of Pilot Study

Three experimental groups and three control groups, with the same background knowledge have been categorized and given the related tests and training. Six sets of scores in pairs would be analyzed and interpreted. The pairs are EAT/CAT, EAS/CAS, and EAC/CAC. Primarily, the average of mean scores in pre-test and post-test are compared and contrasted in order to notice and pinpoint the gain difference. By such comparison, the rejection of Null hypotheses would be quite easy. To gain statistical proof to reject the null hypotheses matched pairs t-test was performed. Table IV shows the amount of gain difference. By a glance at the numerical values of gain difference between the Control group (10.5) and experimental group (0.6), we conclude that the treatment of the strategic framework would improve writer's ability.

Table IV. The Gain Difference of Mean Scores (Azad University, Tehran)

Subjects	M. SD		Pre-Test	Post-Test	Gain Difference
Group EAC# 30	Mean		64.9	75.4	10.5
	Standard Deviation		17.2	12.4	4.8
Group CAC # 32	Mean		68.7	69.3	0.6
	Standard Deviation		19.7	17.03	2.67
Total # 62	Mean		65.9	70.8	4.9
	Standard Deviation		18.1	14.9	3.2

The use of "matched-pairs t-test would help us reject the null hypotheses with great confidence. The p-values being considered for such statistical analysis are consecutively considered as 0.0005 and 0.01 to reject the two null hypotheses with more confidence, further more, the level of significance for one-tailed test is taken into account. Table V and VI indicate the statistical results.

Table V. The Matched-Pairs T-test of Pre-test and Post-test

Subjects	D. F	P. value	t-test	T table	Outcome
EAT # 23	N-1=22	0.0005	5.709	3.792	T table obtained T
CAT # 23	T table is less than the obtained T so the Null Hypothesis is rejected.				
One- Tailed test					

TABLE 4.V. The Matched-Pairs T-test of high and Low Scorers in Pre/Post-test

Subjects	Degrees of Freedom	P. value	Matched-pairs t-test	T table	Outcome
EAS (HS) # 15	N-1=14	0.01	3.608	2.624	T>T table
EAS (LS) # 15	N-1=14	0.01	5.402	2.624	Hø or Ho is rejected
CAS (HS) # 15	N-1=14	0.01	1.992	2.624	T table> T
CAS (LS) # 15	N-1=14	0.01	1.987	2.624	Hø is not rejected

Hs: high scorers, LS: Low Scorers, Ho: Null hypothesis
EAS: Experimental Group, at Azad University South Unit
CAS: Control Group at Azad University South Unit

The numerical values in Table VI show that there is a great difference between the gain scores (the difference between the pre test and the posttest) in High scorers and Low scorers.

Conclusions and Implications
Teachers' Maneuvers

Comparison of the mean difference between the use of the two major language teaching programs revealed that most teachers are 3.88 times more interested in applying the traditional methodology. I found that the strategies teachers sporadically use in classroom are the techniques and classroom activities underlying those Prose Models.

Data Analysis

a. Qualitative study of Teacher's maneuvers

Table I indicates the extent of the teachers' Contribution to the Prose Model (Product Focused Approach and Traditional Approach) and Strategic Model (Process Focused Approach) at one university. A glance at the numerical values, one would argue those teachers still advocate the traditional approaches to teaching writing at the tertiary level.

Table I. Teacher's Contribution to Prose and Strategic Model

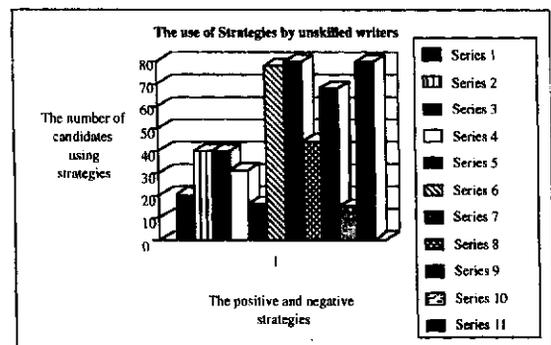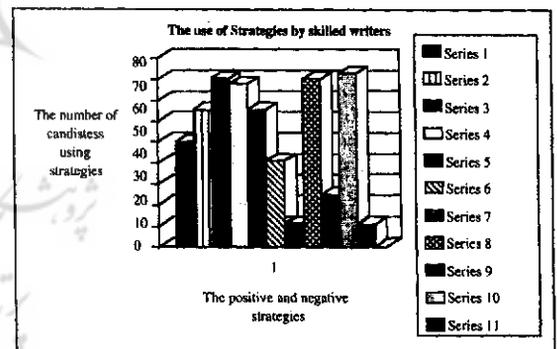| Candidates	Prose Model	Strategic Model
1	15	5
2	17	3
3	14	7
4	19	1
5	18	4
Mean	16.6	4
Standard Deviation	2.073644	2.236068

b. Qualitative and Quantitative Study of Learners use of Strategies

A. The statistical analysis indcates interesting results regarding the sporadicuse of writing strategies by Iranian learners. The researcher found that skilled students are to a great extent aware of the writing strategies and they use those strategies during the composing process of a writing task. The strategies in table II are mostly positive ones. These strategies are those ones Lapp (1984) proposed in his master's thesis. He proposed many more strategies, but a random sampling of those strategies, both positive and negative, could do the task. (Table II) B. Statistical analysis of the measures obtained by survey questionnaire shows that EFL learners use strategies sporadically. Skilled writers are somehow aware of some writing strategies whereas unskilled writers show much more tendency to copy a model. Assessing the numerical values in the cells of table III, I found that the range of the total strategy used by learners is between 41% and 73%. The common Pearson-Product-moment correlation coefficient reflects learners' interest to be more strategy based.

Table II. Distribution of Strategies used by Skilled and Unskilled writers

Series	Candidates Strategies	Skilled #85	Unskilled #85	Total #170
(1)	Spend time thinking about the task and planning (+)	50(59%)	20(23%)	70(41%)
(2)	Gathering and Organizing information (+)	65(76%)	30(35%)	95(55%)
(3)	Note Taking and making list (+)	80(94%)	40(74%)	120(70%)
(4)	Writing quickly and fluently (+)	77(90%)	31(36%)	108(63%)
(5)	Use Reviewing to trigger the planning (+)	65(76%)	16(19%)	81(48%)
(6)	Paying attention to vocabulary choice (-)	40(47%)	78(89%)	118(70%)
(7)	Make many formal changes at the surace level (-)	10(12%)	80(94%)	90(53%)
(8)	Revising at all levels (lexicel, sentene, discoures) (+)	80(94%)	45(53%)	125(73%)
(9)	Do not Pause usually for reviewing while reading the draft (-)	25(29%)	68(78%)	93(54%)
(10)	Using revisions to generate new content (+)	83(98%)	15(18%)	98(57%)
(11)	Revisions interfere with the composing process (-)	10(12%)	80(94%)	90(53%)

The use of Strategies by skilled writers

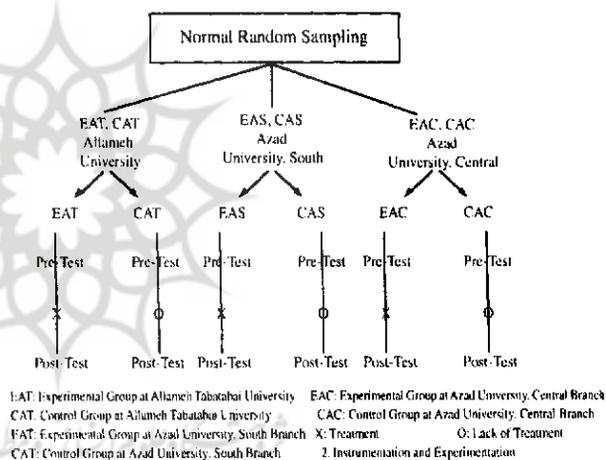The use of Strategies by unskilled writers

51

confirmed the effectiveness of the strategic framework to writing. The researcher primarily interviewed twenty university professors at four different English universities in Tehran, i.e., Allameh Tbatabai University, Azad University, south, north and central branches. He later selected 200 candidates at three different universities. They were somehow homogeneous in their educational background. Nevertheless, an F-test was performed to prove the homogeneity of the subjects statistically. Their writing ability was determined by reference to the standardized pre-test, CELT (Comprehensive English Language Test), their GPA in writing and grammar courses, and their score in a writing task after the CELT exam. High scorers were about 100 and the low scores were about 100. About 30 students were in the middle, so, the final number of high scorers was 85 and the low scorers 85. High scorers had the average score of (70-100) and the low scorers had the average score of less than 70. Low scorers averaged 56.9 and high scorers averaged 82.8. The overall mean together was computed as 68.53. Candidates were given a questionnaire to write about the strategies they used during the writing process. The questionnaire was a blend of demographic scales and Likert scale. With the Demographic scales, we are mostly concerned with the elicitation of vital statistics. Demographic items are often used to elicit information such as language background, age, level of education, income, learning tasks, teaching tasks, techniques, place of birth, etc. The questionnaire makes learners report their ways of writing, language background, and scores in writing, age and sex. The second section of the questionnaire was designed with Likert type format. The Likert scale is a popular five- point scale used most commonly to elicit extent of agreement with some statement of option or

attitude. The second section is designed with thirty items with less "HALO" effect, i.e. less use of negatively stated items.

II. Quantitative and Pilot Study:

The final number of students was 170, divided up into two groups, high scorers and low scorers. The subjects were all expected to have good command of English because they had studied English at school and university for 9 years. We divided them up into 6 groups in a random fashion. The groups belonged to three different universities in Tehran, represented in figure A:

Figure A. Design of the pilot study

EAT: Experimental Group at Allameh Tabatabai University   EAC: Experimental Group at Azad University, Central Branch
CAT: Control Group at Allameh Tabatabai University   CAC: Control Group at Azad University, Central Branch
FAT: Experimental Group at Azad University, South Branch   X: Treatment   O: Lack of Treatment
CAT: Control Group at Azad University, South Branch   2: Instrumentation and Experimentation

After working with the proposed strategic framework and the traditional framework, teachers gave the post-test to their students. The post-test consist of CELT and three new topics for free writing. The same 75 MC items of English grammar and usage were given for the second time. The difference between the results of the post-test and pre-test in both experimental and control groups of three different universities could indicate the effectiveness of the strategic framework for teaching writing.

writing. Cognitive processes are involved in process-oriented writing tasks. Learner's strategies and cognitive activities can be investigated by considering the following tenets:

1. Observing writers before and during the writing process
2. Interviewing writers during and after writing
3. Making writers verbalize some of writing decisions (verbal reporting)
4. Examining their writing processes

To Murray (1980), the process approach to writing involves the following stages:

1. Rehearsing or pre-writing involves "Finding a topic, gathering ideas, think and interact with the topic
2. Drafting refers simply to rough writing
3. Revising involves evaluation, deletion and addition

Treating Professional Writing Skill at the Tertiary Level

Observing the EFL writing classes in academic settings, the researcher has found that most teachers apply almost the same approach to teach writing, i.e. the product focused approach or the Prose Model. The traditional methods to teaching writing focus on teaching some prefabricated models and paradigms. The result of such a conventional writing program is to foster learners with low level of efficiency, proficiency and competency. Using a strategic framework would make learners to be more caring, active, creative, autonomous and dynamic. Giving more awareness to teachers could be the first tactic. The researcher has attempted to question the concept of *METHOD* as the very basic rudiment of the study. The strategic framework is supposed to be method

neutral not methodless. The Post-Method Condition by B. Kumaravadivelu, 1994, calls for the use of such strategic framework which can make teachers to be more self-dependent and autonomous. If one could make benefit out of the macrostrategies and the situation-specific microstrategies, teaching and leaning would not be hampered by the conventional boundaries of method. This dissertation provides future readers with practical insights towards teaching and learning language through strategies.

The Purpose of the Study

Taking the proposed views into account, the main objectives underlying this research are; (1) investigating teacher's strategies in EFL classes, (2) exploring writing strategies Iranian students use during the writing process, (3) integrating qualitative and quantitative research methods, (4) treating the strategic framework in EFL classes, (5) questioning the concept of method itself, (6) fostering both teacher's and learner's awareness, (7) supporting the process focused approach to writing, and (8) making writing classes more interesting for both teachers and students.

Method and Procedures

I. Qualitative and Ethnographic Study:

The design of the study generally involved two basic components. The first step of the research procedures devoted to two ethnographic maneuvers. Interviewing teachers, the researcher explored their strategies. The second ethnographic study was the exploration of the strategies learners used to create a written text. The result of such a research was the formation of a strategic framework for teaching writing in EFL classes to be compared later through a pilot study with the conventional end-product method of teaching writing. The pilot study

1992). Since that initial research, process oriented instruction has been used in many classrooms the world over. This research examines the implementation of the process-oriented approach through a strategic framework and questions the product-oriented approach. The efficacy of implementing this strategic framework with foreign language learners is examined through a blend of an ethnographic and a pilot study.

Strategic Writing

Despite significant developments in ELT/ESP/EST practices in both second/foreign language contexts around the globe, writing at the tertiary level, i.e., writing professionally, remained confined to teaching certain technical aspects rather than emphasizing its specific communicative goals. Teachers scarcely follow a strategic or an interactional approach that makes the students aware of the way writers make decisions during the writing process. The researcher has been working on an approach that emphasizes interactional and strategic aspects of writing to help both teachers and learners to tackle the writing task more efficiently. The approach helps teachers to figure out (1) how to make use of the teachers' strategies, (2) how to self-monitor, and (3) how to help learners follow the writing strategies. It also helps learners understand (1) how to develop their thoughts, (2) how to interact with the readers, and (3) how to evaluate their writings professionally.

Viewing writing as a process, the researcher has developed a **Strategic Framework**, which ties teacher, writer, text and reader-a bit beyond the essentials of communicative triangle. Such a model also provides teachers with a sense of plausibility to teach writing more effectively and the learners with the sense of discovery to

integrating strategies, skills and tasks that contribute to self-learning, self-monitoring, self-actualization and self-editing.

Product-Focused vs. Process-Focused Approach to Writing

The process-oriented approach refers to a teaching approach that focuses on the processes a writer engages in when constructing meaning. This approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process-oriented approach may include indentified stages of the writing process like: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish his writing (Murray, 1972). The product-focused approach puts emphasis on the product rather than the means we use for writing tasks. It is actually practice oriented rather than process oriented. The main assumptions underlying the product approach are:

1. Learner's writing needs
2. Enabling learners to write texts
3. Using rhetorical language rather than grammar pattern
4. Using correct sentence structures as much as possible
5. Avoiding errors by providing learners with different models
6. Paying attention to the mechanics of writing
7. Giving learners more models (e.g. writing resume)

As opposed to the product approach, process-focused approach emphasizes the composing process rather than the product. We as teachers try to see somehow writers create

دانشجویان قویتر و موفق توانستند مشکل نوشتاری خود را تا حد بسیار چشمگیری حل کنند .

با مقایسهٔ نتایج دو گروه، ثابت شد که قالب تدریس فرایندی پیشنهادی تغییرات چشمگیری چه در روش تدریس اساتیـد و چه در موفقیت دانشجویان در نوشتار ایجاد کرده است . قالب پیشنهادی شامل تعدادی ماکرواستراتژی و مایکرواستـراتـژی برای اساتید و استراتژیهای صحیح و مؤثر برای دانشجـویـان می‌باشد و اساتید محترم و دانشجویان رشــتـهٔ زبان انگلیسـی می‌توانند با استفاده از قالب پیشنهادی هرچه مؤثرتر و دقیق‌تر به تدریس و یادگیری چگونگی نوشتار بپردازند .

لغات کلیدی :

روش سنتی؛ روش فرایندی؛ استراتژی؛ قالب تـدریـس فرایندی نوشتار؛ ماکرواستراتژی، مایکرواستراتژی

Abstract

The present article aims at proposing a language teaching/ learning framework, i.e., a strategic framework by means of which EFL/ ESL teachers and learners are enabled to enhance their own language teaching awareness, *Process focused approach to Writing*. Confidently enough, teachers of the sort are also able to enhance the learner's awareness about language learning. Observing EFL writing classes at different colleges and universities in Tehran, the researcher has found that most EFL professional teachers at these pedagogical environments apply almost the same quotidian *Product Focused Approach* or *Prose Model to teach writing*. Traditional methods of teaching writing at the *Tertiary level* mainly focus on presenting some prefabricated models and paradigms of various forms of writings.

The investigation of the teacher's/learner's strategies during the process of teaching/ learning writing in EFL classes would be of crucial importance to the whole research, because such strategies contribute directly to the skeleton of the proposed strategic framework. The researchers have carried out an *ethnograpbicl qualitative research* primarily to elicit data out of teachers and learners. Such way of data collection would result in the strategies used by the Iranian teachers and learners who deal with language professionally. An *experimentaly quantitative research* was done later to prove the veracity and effectiveness of the elicited strategies being treated as the *strategic framework*.

Teacher's strategies involve both *macrostrategies* and the situation specific *microstrategies*. The proposition of a new strategic framework to equip teachers and learners with more power to develop writing skill more conveniently seems to be quite inevitable. The strategic framework for EFL/ ESL learners involves three dichotomies, say, *Prewriting strategies, Drafting strategies,* and *Post writing strategies*. The final upshot of the study is both the proposition of a prefabricated model for EFL/ESL teachers and learners, and the recommendation of an alternative for the concept of method itself.

Key words: Process focused approach to writing Product focused approach (prose model); Tertiary level; Ethnographic/qualitative research; Experimetal/quantitative reasearch; Strategic framework; Macrostrategies; Microstrategies; prewriting, Drafting and Post writing.

Introduction

The process-oriented approach to teaching writing in the classroom is an idea that began three decades ago as a result of extensive research on literacy acquisition for majority language learners, i.e., verbal language, drawings, play and verbal interaction are part of the process of literacy development (Dyson,

Strategic
Teaching of Writing at the
Tertiary Level

Parviz Birjandi, Ph. D., Associate Professor of TEFL,
Allameh Tabatabai University,
Tehran, IRAN
Esmaeil Bagheridoust, Ph. D., Faculty Member and
Lecturer, Azad University,
Tehran, IRAN

چکیده

تدریس نوشتار در مقطع دانشگاهی از سالهای دیر، متاسفانه دستخوش تغییر چندانی نبوده است چراکه همگان بر این باورند که مشکل اصلی دانشجویان رشتهٔ زبان انگلیسی «گفتار» است. کلیه روشهای موسوم به نحوی تابع روش سنتی بوده و هستند. با توجه به اینکه کلیهٔ روشهای تدریس به صورت بنیادی تغییر کرده‌اند، تغییر و تحول روشهای تدریس نوشتار امری ضروری و اجتناب ناپذیر است. در این مقاله اساس کار تغییـر روش نوشتار از حالت سنتی به فرایندی است. بدین منظور تعدادی از اساتید دانشگاهی و حدود دویست (۲۰۰) دانشجوی رشته مترجمی زبان انگلیسی مورد ارزیابی قرار گرفتند.

پرسشنامه های خاصی هم به اساتید و هم به دانشجویان داده شد و نتیجه آن یافتن استراتژیهایی شد که هم اسـاتیـد و هـم دانشجویان در کلاس استفاده می کردند. قالب خاصی (فرایندی نوشتار) برای تدریس نوشتار تهیه شد و در سه کلاس مجزا در سه دانشگاه مختلف تهران استفاده شد در حالیکه سـه کـلاس دیگر در مقابل گروه اول به روش تدریس و یادگیری سـنـتی مشغول شدند. نتیجهٔ تحقیق هم در آمار اولیه و هم آمار ثانویه نشان داد که دانشجویان ضعیف تر با استفاده از استراتژیـهـای